



Walnut Creek Intermediate School

Home of the Squires!

Brandy Byers, Ed.D. ▪ Principal
bbyers@walnutcreeksd.org

2425 Walnut Boulevard ▪ Walnut Creek, CA 94597
(925) 944-6840 ▪ www.walnutcreeksd.org/wci

Grades 6-8
CDS Code 07-61812-6005235

SARC

2016-17
School Accountability
Report Card
Published in 2017-18



Walnut Creek SD

Walnut Creek School District ▪ 960 Ygnacio Valley Road Walnut Creek, CA 94596 ▪ www.walnutcreeksd.org
Marie Morgan, Superintendent ▪ mmorgan@walnutcreeksd.org ▪ (925) 944-6850

Principal's Message

Walnut Creek Intermediate School, a Gold Ribbon School with an exemplary visual and performing arts program, serves approximately 1,050 sixth-, seventh- and eighth-grade students. Certificated personnel consist of a principal, two assistant principals, one part-time and one full-time counselor, one part-time crisis counselor, and 47 full- or part-time teachers. Our special education department consists of four resource specialists and two special day class teachers. Walnut Creek Intermediate has 25 full- and part-time classified employees, including office staff, a library/media specialist, custodial staff, cafeteria workers, noon-duty supervisors and special-education paraprofessionals. Our goal as a staff this year is to continue to increase student engagement in our classrooms, increase student access to technology, and to implement a tiered data-based intervention program.

Students attend school for seven periods each day, with an additional period offered before school for Jazz Band.

Sixth graders are grouped into families for one period of math; one period of science; and a three-period reading, writing and social science core. They are also enrolled in P.E. and one elective or exploratory course.

Seventh graders are enrolled in a two-period core, one period of science, one period of math, P.E. and two elective courses.

Eighth graders are enrolled in one period of English, social studies, math, science, P.E. and two elective courses. For the 2017-18 school year, Walnut Creek Intermediate will continue implementing Common Core State Standards and Next Generation Science Standards.

The mission of Walnut Creek Intermediate School is to provide a safe, rigorous, relevant, stimulating and positive learning environment that allows personal, social and academic growth of all students through a well-planned curriculum with diverse and creative experiences that will serve as a base for lifelong learning.

School Mission Statement

The mission of Walnut Creek Intermediate School is to provide a safe, rigorous, relevant, stimulating and positive learning environment that allows personal, social and academic growth of all students through a well-planned curriculum with diverse and creative experiences that will serve as a base for lifelong learning.

Parental Involvement

There are many opportunities for parent involvement at Walnut Creek Intermediate. Parental support is needed and highly encouraged at many levels. Examples include joining the Parent Teacher Association (PTA) or School Site Council (SSC); being a board or committee member; being a library assistant; attending parent education events; chaperoning dances or field trips; supervising during lunch; participating in health and safety; supporting staff appreciation; assisting with making photocopies; supporting the school through communication outreach; volunteering to work at TRI-S registration; and volunteering to work at and/or organizing grade-level events.

For more information on how to become involved, visit our PTA website at www.wcpta.org or contact Shannon McDonough, PTA president, at (925) 586 -7733 or shannonkay8778@gmail.com.

School Safety

At Walnut Creek Intermediate, we expect all students will have the opportunity to attend school in a safe and orderly learning environment. Our expectations are that students conduct themselves in a responsible manner that does not jeopardize the safety or interfere with the safety and/or learning of other students. Our hope is that students enjoy themselves and become involved in healthy and productive interactions with their peers.

In addition to the principal, campus supervision is performed by the assistant principals, one full-time counselor, one part-time school counselor and one part-time campus supervisor. This team maintains a safe and orderly environment during both lunch periods along with parent volunteers. Teachers assist with campus monitoring during morning drop-off and afternoon pickup times.

Through a partnership with the city of Walnut Creek, the school employs one part-time crisis counselor who works directly with at-risk students. Students who break school rules receive counseling and are subject to progressive disciplinary actions. Communication with parents and students help to maintain a safe and orderly campus environment. The school maintains an excellent relationship with the Walnut Creek Police Department and communicates regularly with the school resource officer. For the 2017-18 school year, the City of Walnut Creek has provided a full-time school resource officer that shares time with the Walnut Creek School District and Las Lomas High School.

Safety drills are practiced monthly, and the school safety plan is updated yearly. The school staff is divided into safety teams who have specific duties to perform in the event of an emergency. The school safety plan was last reviewed, updated and discussed with the school faculty in February 2018.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



District Mission Statement

To inspire a community of learners empowered to positively engage with the world through discovery, innovation, creativity, leadership and character.

District Vision Statement

Engage, inspire and empower *all* learners!

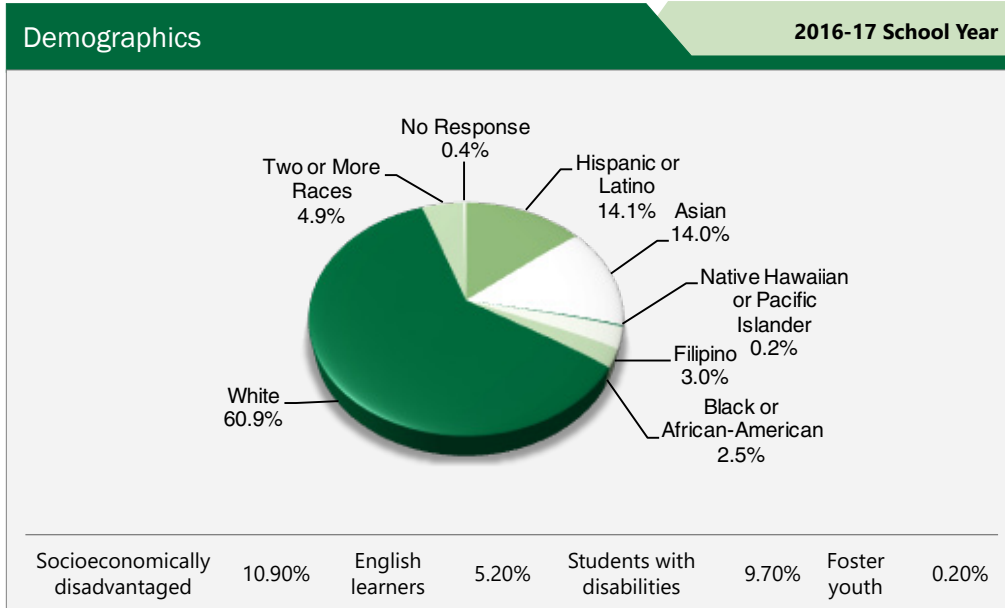


Governing Board

Elizabeth Bettis
 Sherri McGoff
 Aimee Moss
 Katie Peña
 Barbara Pennington

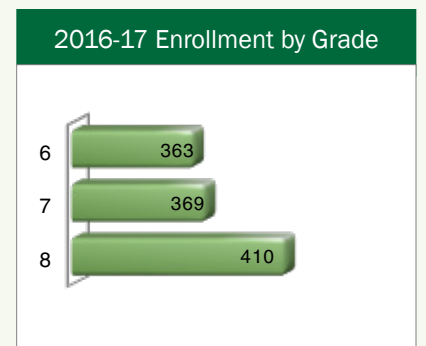
Enrollment by Student Group

The total enrollment at the school was 1,142 students for the 2016-17 school year. The pie chart displays the percentage of students enrolled in each group.



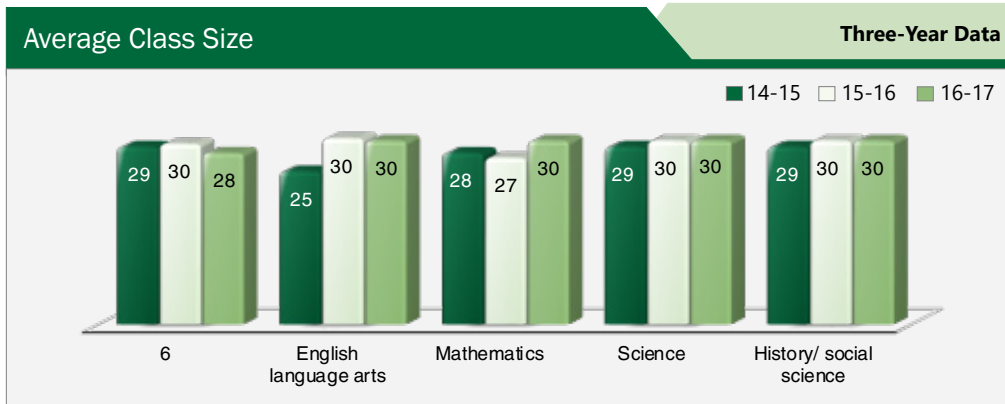
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2016-17 school year.



Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Grade	2014-15			2015-16			2016-17		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6	11	70	6		12			7	

Subject	2014-15			2015-16			2016-17		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	7	26			27			7	
Mathematics	2	27			28			7	
Science	1	26			27			7	
History/social science	1	26	1		27			7	

Percentage of Students Meeting Fitness Standards

Standard	Percentage
Four of six standards	8.5%
Five of six standards	20.5%
Six of six standards	65.3%

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The table shows the percentage of students scoring at proficient or advanced.

The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Walnut Creek IS		Walnut Creek SD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
Science	71%	72%	80%	78%	56%	54%

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Walnut Creek IS		Walnut Creek SD		California	
Subject	15-16	16-17	15-16	16-17	15-16	16-17
English language arts/literacy	71%	72%	74%	73%	48%	48%
Mathematics	66%	67%	68%	68%	36%	37%

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2017-18 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2016-17 school year and were "In PI" in 2016-17 will retain their same PI status and placement year for 2017-18. Schools and districts receiving Title I, Part A funding for the 2016-17 school year and either had a status of "Not in PI" for the 2016-17 school year or did not receive Title I, Part A funding in the 2015-16 school year will have a status of "Not in PI" for the 2017-18 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2017-18 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2017-18 School Year
	Walnut Creek IS	Walnut Creek SD
Program Improvement status	Not Title I	In PI
First year of Program Improvement	◇	2011-2012
Year in Program Improvement	◇	Year 3
Number of schools currently in Program Improvement		2
Percentage of schools currently in Program Improvement		100.00%

◇ Not applicable. The school is not in Program Improvement.

California Assessment of Student Performance and Progress (CAASPP)

For the 2016-17 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and math in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 6-8.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Results by Student Group: English Language Arts and Mathematics (grades 6-8)

Percentage of Students Meeting or Exceeding State Standards				2016-17 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	1,152	1,120	97.22%	71.88%
Male	575	562	97.74%	65.48%
Female	577	558	96.71%	78.32%
Black or African-American	30	30	100.00%	50.00%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	159	154	96.86%	80.52%
Filipino	35	35	100.00%	65.71%
Hispanic or Latino	164	159	96.95%	59.75%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	701	679	96.86%	73.49%
Two or more races	57	57	100.00%	80.70%
Socioeconomically disadvantaged	130	129	99.23%	48.84%
English learners	116	105	90.52%	46.67%
Students with disabilities	117	114	97.44%	15.79%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	1,152	1,131	98.18%	66.96%
Male	575	566	98.43%	64.36%
Female	577	565	97.92%	69.56%
Black or African-American	30	30	100.00%	40.00%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	159	158	99.37%	83.54%
Filipino	35	35	100.00%	68.57%
Hispanic or Latino	164	163	99.39%	45.68%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	701	682	97.29%	68.58%
Two or more races	57	57	100.00%	78.95%
Socioeconomically disadvantaged	130	129	99.23%	35.66%
English learners	116	116	100.00%	40.52%
Students with disabilities	117	114	97.44%	11.50%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Textbooks and Instructional Materials

The state of California requires that each child have a current standards-based textbook in each of the four core areas of instruction. As a part of this requirement, Walnut Creek School District has purchased editions for teaching language arts (reading, writing, speaking and listening), science, social science, mathematics and health. We are fortunate to have a music text (K-5) for our students and a music specialist who meets with all of the classes. Our foreign-language texts are also up-to-date. Thus, all textbooks in the Walnut Creek School District are current, standards-based, and state-adopted from a state-approved list consistent with the content and cycles of the Curriculum Frameworks and adopted and approved by the State Board of Education.

We have an abundance of supplementary reading materials at varying levels of difficulty in each of our elementary classrooms that are integrated across all core curricular areas. These leveled reading materials provide students with experiences in reading narrative as well as expository text.

The Walnut Creek School District governing board held a public hearing on September 18, 2017, and affirmed that each pupil, including English learners, has his or her own textbook to use in class and to take home.

Textbooks and Instructional Materials List		2017-18 School Year
Subject	Textbook	Adopted
Reading/language arts	Calkins Units of Study for Writing, Reading	2017
Mathematics	Big Ideas Learning	2017
Science	Glencoe	2007
History/social science	Glencoe, Prentice Hall	2006

Professional Development

All professional growth is determined by both school site and district strategic planning process, which is on-going throughout the school year and culminates with an update in the spring of each year. Planning teams include all school and community stakeholders, and the work is based on site-needs assessments. Input from all school and community stakeholders is collected during the planning process and is used to develop the district Local Control and Accountability Plan (LCAP).

For 2017-18, the district focus will be on the implementation of the newly adopted math programs at both the K-5 and 6-8 levels, also there will be an emphasis on the implementation of Writers' Workshop. In addition to identifying the implementation of Common Core State Standards for professional growth in the district LCAP other areas for professional development identified in the district LCAP are: Technology Integration, English Language Development (ELD) instructional strategies and Silicon Valley Mathematics Initiative (SVMI) training.

As a "community of learners" each staff member participates in personal growth and also in collegial study. As each school identifies goals for supporting the district focus, staff members meet by grade level or departments to study student assessment data or student behaviors and determine how to improve instruction through research and effective pedagogy. A late-start Wednesday provides collaboration time for all teachers TK-8. Instructional coaches provide individual coaching and participates in grade-level and department meetings to support professional growth.

Individual teachers and administrators attend workshops and classes and read on their own to keep their skills current with research about learning. Some examples are attendance at various conferences: Teachers College Reading and Writing Project, ISTE, PBL World, SVMI, Middle School Conference, Socratic Seminar, Reading Recovery, and technology. Teachers attend training sessions in differentiated instruction, special education, Next Generation Science Standards (NGSS) and in all core curricular areas. Beginning teachers participate in a two-year induction program with a mentor who is trained through the Santa Cruz New Teacher Center.

For the past four years, we have had four days each school year dedicated to staff and professional development. The district ensures the agendas for these professional growth days are tied to areas defined by the strategic plan and LCAP.

Professional Development Days	Three-Year Data		
	2015-16	2016-17	2017-18
Walnut Creek IS	4 days	4 days	4 days

◇ Not applicable.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2017-18 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	◇

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2017-18 School Year	
Data collection date	9/18/2017

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2017-18 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2017-18 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Exemplary	
Date of the most recent school site inspection	9/25/2017	
Date of the most recent completion of the inspection form	9/25/2017	

School Facilities

Walnut Creek Intermediate opened in 1955. There are 52 classrooms, a multiuse room, a gymnasium, a library and a main office. There is a weight room, two computer labs and athletic fields. The school is cleaned daily by 4.5 custodians. If repairs need to be made on the facility, there is a web-based ticket system, where any staff member can create a ticket indicating a repair needs to be made. There are sufficient spaces to support teaching and learning. The maintenance warehouse is adjacent to the school, and the maintenance crew is at the school on a regular basis. Before and after school, teachers have supervision duty at critical points around the school to ensure students are safe. During lunch, students are only allowed to be in the library or on the west side of the campus. Three administrators, a campus supervisor, and two counselors supervise during the lunchtimes as often as they are available.

In June 2016, a \$60 million bond was passed for the Walnut Creek School District to modernize and improve the seven schools that are in the district. As a result, repairs were made immediately to critical issues, such as the driveway and the sewer lines. The master planning process for this started in October 2016. We anticipate continued improvements and modernization as the master plan will identify.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Walnut Creek IS			
	14-15	15-16	16-17
Suspension rates	6.4%	4.5%	3.5%
Expulsion rates	0.0%	0.0%	0.1%
Walnut Creek SD			
	14-15	15-16	16-17
Suspension rates	3.5%	1.9%	1.6%
Expulsion rates	0.0%	0.0%	0.0%
California			
	14-15	15-16	16-17
Suspension rates	3.8%	3.7%	3.6%
Expulsion rates	0.1%	0.1%	0.1%

“At Walnut Creek Intermediate, we expect all students will have the opportunity to attend school in a safe and orderly learning environment.”

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Walnut Creek SD	Walnut Creek IS		
Teachers	17-18	15-16	16-17	17-18
With a full credential	184	55	49	43
Without a full credential	5	0	1	0
Teaching outside subject area of competence (with full credential)	4	8	0	4



Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Walnut Creek IS		
Teachers	15-16	16-17	17-18
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	1
Vacant teacher positions	0	0	0

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2016-17 School Year	
Academic Counselors	
FTE of academic counselors	1.600
Average number of students per academic counselor	500
Support Staff	
Social/behavioral counselor	0.500
Career development counselor	0.000
Library media teacher (librarian)	0.000
Library media services staff (paraprofessional)	1.000
Psychologist	1.000
Social worker	0.000
Nurse	0.143
Speech/language/hearing specialist	0.800
Resource specialist (nonteaching)	0.000

Types of Services Funded

The following programs are provided to schools in the Walnut Creek School District.

- Title I (Helping Disadvantaged Students Meet High Standards)
- Two full-time equivalent Title I teachers (at Buena Vista and Murwood elementary schools)
- Title II (Improving Teacher Quality)
- Title II (technology)
- Title III (Limited English proficient students)
- Teacher Induction Program (TIP)
- School Improvement Program (SIP)
- Art, music, physical education, science (ongoing funds)
- Local Control Funding Formula (LCFF) funded programs (e.g., crisis counselors, ELD classes)



“Our hope is that students enjoy themselves and become involved in healthy and productive interactions with their peers.”

Financial Data

The financial data displayed in this SARC is from the 2015-16 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data	2015-16 Fiscal Year	
	Walnut Creek SD	Similar Sized District
Beginning teacher salary	\$48,459	\$47,034
Midrange teacher salary	\$71,914	\$73,126
Highest teacher salary	\$91,859	\$91,838
Average elementary school principal salary	\$128,372	\$116,119
Average middle school principal salary	\$131,399	\$119,610
Superintendent salary	\$217,118	\$178,388
Teacher salaries: percentage of budget	42%	37%
Administrative salaries: percentage of budget	6%	6%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2015-16 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Walnut Creek IS	\$5,035	\$80,763
Walnut Creek SD	\$7,033	\$78,450
California	\$6,574	\$74,194
School and district: percentage difference	-28.4%	+2.9%
School and California: percentage difference	-23.4%	+8.9%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2015-16 Fiscal Year	
Total expenditures per pupil	\$5,671
Expenditures per pupil from restricted sources	\$637
Expenditures per pupil from unrestricted sources	\$5,035
Annual average teacher salary	\$80,763



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of November 2017.

School Accountability Report Card

PUBLISHED BY:

SIA School
Innovations
& Achievement
www.sia-us.com | 800.487.9234